

Mary Ford Elementary

3180 Thomasina McPherson Blvd.
North Charleston, SC 29405

Grades	PK-5 Elementary School	
Enrollment	381 Students	
Principal	Janice H. Malone	843-745-2161
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	11	48	32

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Unsatisfactory	No
2004	Below Average	Unsatisfactory	No
2005	Below Average	Below Average	Yes
2006	Below Average	Unsatisfactory	Yes

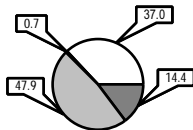
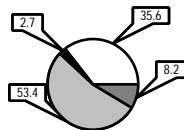
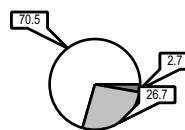
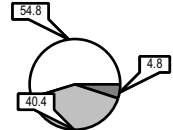
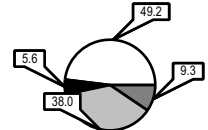
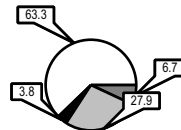
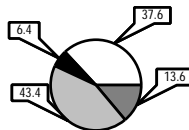
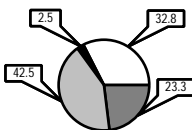
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	164	97.0	36.1	46.5	15.3	2.1	30.6	Yes	Yes
Gender									
Male	81	96.3	41.4	47.1	10.0	1.4	25.7	N/A	N/A
Female	83	97.6	31.1	45.9	20.3	2.7	35.1	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	164	97.0	36.1	46.5	15.3	2.1	30.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	100.0	36.4	47.7	15.2	0.8	29.5	N/A	N/A
Disabled	23	78.3	33.3	33.3	16.7	16.7	41.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	164	97.0	36.1	46.5	15.3	2.1	30.6	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	164	97.0	36.1	46.5	15.3	2.1	30.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	159	96.9	36.0	47.5	15.1	1.4	29.5	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	164	97.0	33.3	53.5	9.0	4.2	28.5	Yes	Yes
Gender									
Male	81	96.3	30.0	55.7	10.0	4.3	31.4	N/A	N/A
Female	83	97.6	36.5	51.4	8.1	4.1	25.7	N/A	N/A
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	164	97.0	33.3	53.5	9.0	4.2	28.5	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	141	100.0	32.6	55.3	9.1	3.0	28.0	N/A	N/A
Disabled	23	78.3	41.7	33.3	8.3	16.7	33.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	164	97.0	33.3	53.5	9.0	4.2	28.5	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	164	97.0	33.3	53.5	9.0	4.2	28.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	159	96.9	33.8	54.7	7.9	3.6	26.6	Yes	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	164	97.6	69.1	26.2	3.4	1.3	4.7
Gender							
Male	81	97.5	67.1	27.4	2.7	2.7	5.5
Female	83	97.6	71.1	25.0	3.9	0.0	3.9
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	164	97.6	69.1	26.2	3.4	1.3	4.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	68.9	28.0	3.0	0.0	3.0
Disabled	23	82.6	70.6	11.8	5.9	11.8	17.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	164	97.6	69.1	26.2	3.4	1.3	4.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	164	97.6	69.1	26.2	3.4	1.3	4.7
Socio-Economic Status							
Subsidized meals	159	97.5	70.8	25.0	3.5	0.7	4.2
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	164	97.6	53.7	39.6	6.7	0.0	6.7
Gender							
Male	81	97.5	54.8	37.0	8.2	0.0	8.2
Female	83	97.6	52.6	42.1	5.3	0.0	5.3
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	164	97.6	53.7	39.6	6.7	0.0	6.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	141	100.0	55.3	39.4	5.3	0.0	5.3
Disabled	23	82.6	41.2	41.2	17.6	0.0	17.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	164	97.6	53.7	39.6	6.7	0.0	6.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	164	97.6	53.7	39.6	6.7	0.0	6.7
Socio-Economic Status							
Subsidized meals	159	97.5	54.2	39.6	6.3	0.0	6.3
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	50	100.0	26.1	34.8	34.8	4.3	39.1
	4	55	100.0	38.0	44.0	18.0	0.0	18.0
	5	63	98.4	52.8	39.6	7.5	0.0	7.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	98.1	22.7	47.7	27.3	2.3	29.5
	4	54	98.1	39.6	43.8	14.6	2.1	16.7
	5	56	94.6	44.2	48.1	5.8	1.9	7.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	50	100.0	23.9	52.2	17.4	6.5	23.9
	4	55	100.0	34.0	36.0	20.0	10.0	30.0
	5	63	98.4	41.5	50.9	3.8	3.8	7.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	98.1	29.5	52.3	15.9	2.3	18.2
	4	54	98.1	35.4	50.0	8.3	6.3	14.6
	5	56	94.6	34.6	57.7	3.8	3.8	7.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	50	100.0	50.0	32.6	10.9	6.5	17.4
	4	55	100.0	76.0	24.0	0.0	0.0	0.0
	5	63	98.4	83.0	15.1	1.9	0.0	1.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	64.4	28.9	4.4	2.2	6.7
	4	54	98.1	63.3	28.6	6.1	2.0	8.2
	5	56	94.6	78.2	21.8	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	50	100.0	41.3	32.6	26.1	0.0	26.1
	4	55	100.0	44.0	54.0	2.0	0.0	2.0
	5	63	98.4	64.2	32.1	3.8	0.0	3.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	54	100.0	35.6	53.3	11.1	0.0	11.1
	4	54	98.1	53.1	36.7	10.2	0.0	10.2
	5	56	94.6	69.1	30.9	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 381)				
First graders who attended full-day kindergarten	100.0%	Up from 95.1%	100.0%	100.0%
Retention rate	5.8%	Down from 8.4%	3.9%	2.8%
Attendance rate	96.3%	Up from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.1%	Down from 5.4%	0.2%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	3.1%	Down from 5.4%	0.2%	0.0%
Eligible for gifted and talented	1.7%	Down from 3.4%	3.3%	10.4%
On academic plans	59.8%	N/AV	50.2%	33.6%
On academic probation	22.8%	N/AV	3.8%	1.0%
With disabilities other than speech	6.0%	Down from 9.5%	7.2%	7.5%
Older than usual for grade	1.8%	Down from 3.9%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	51.4%	Up from 47.1%	51.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.8%	N/A	4.8%	2.4%
Teachers with emergency or provisional certificates	7.4%	Up from 6.9%	3.2%	0.0%
Teachers returning from previous year	69.7%	Down from 71.9%	82.5%	87.3%
Teacher attendance rate	95.5%	Up from 95.0%	94.6%	94.9%
Average teacher salary	\$40,323	Down 1.4%	\$41,292	\$42,485
Prof. development days/teacher	20.3 days	Down from 28.5 days	15.3 days	13.3 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	14.6 to 1	Down from 15.2 to 1	16.2 to 1	18.6 to 1
Prime instructional time	90.4%	Up from 89.4%	88.3%	89.7%
Dollars spent per pupil*	\$9,921	Up 32.8%	\$8,094	\$6,557
Percent of expenditures for teacher salaries*	57.3%	Down from 76.4%	58.1%	64.0%
Percent of expenditures for instruction*	74.6%		68.0%	69.1%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Mary Ford Elementary School continues to make great strides in student achievement. We celebrate our success of meeting all AYP goals, 13 out of 13 objectives last school year. This is a huge accomplishment. The number of students scoring proficient and advanced in E/LA and math increased. The number of students scoring below basic in math markedly decreased on all grade levels. Student and teacher attendance improved greatly.

While there is much to be proud of at Mary Ford Elementary School, we realize that we must continue to improve in all areas, and strategic planning is the key. The Coherent Curriculum is the guide for strategic planning. The focus of strategic planning is to effectively analyze data such as M.A.P. reports, PACT results, DIBELS, DRA, quarterly benchmarks, Accelerated Reader and Math, STAR reading and math reports, and Positive Behavior Intervention and Support (PBIS) data. We must continue to use data to drive instruction, change behaviors, and improve relationships.

While we will continue most initiatives, we will modify and adjust in order to increase the gains. Weekly curriculum meetings ensure that each grade level team is aligning instruction and assessments with the state standards while maintaining a rigorous pace. Collaborative teams will continue to meet to empower teachers and staff with the tools and insight needed to make sound decisions that directly impact student achievement. The scheduling and implementation of computer assisted instructional programs like RIT Band Instruction, Reading Renaissance and Success Maker will be adjusted to increase student achievement. While adjustments in implementation will be made, PBIS will continue to be the driving force to improve behavior.

Our Mentoring Academic Program helped to increase students' reading levels in grades 1 through 3 and provided positive adult relationships for our young students. Mentoring Academic Program (M.A.P.) will continue to provide one-to-one tutoring for targeted students in reading.

Professional Development is key to improving instruction and increasing student achievement. Differentiated instruction through arts integration is our focus as we realize the need to more actively engage our students as well as our parents and entire community.

Collaboration is equally important. Continuous improvement means continuous involvement of teachers, staff, students, parents, business partners, and community members. This must be a joint effort of all stakeholders as we strive to higher heights. It takes more than a village, more than a community; it takes you believing in the vision enough to make a difference.

Janice H. Malone, Principal
James Frye, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	52	33
Percent satisfied with learning environment	77.1%	71.2%	84.8%
Percent satisfied with social and physical environment	88.6%	66.7%	78.8%
Percent satisfied with school-home relations	57.1%	84.6%	78.8%

*Only students at the highest elementary school grade level at this school and their parents were included.